



Connections

Connecting Teaching, Learning, Research and Service

Volume 3: Issue 4

November 2012

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

- Malcolm X

Upcoming Events

11/2

Moodle Training:
Resources @ Your Fingertips
10:30-11:30 /
CSU-INSTRUCTORS

11/6

Moodle Training:
Q&A Moodle Session
12:00-1:00 /
CSU-INSTRUCTORS

11/7

“Best Practices in Building
a Hybrid Learning
Environment”
with Brad Katz
12:00-2:00 / LIB 301

See page 4 for more!

Looking Ahead: Adjunct Faculty Orientation

On Saturday, January 19, the CTRE will be hosting the spring Adjunct Faculty Orientation and Development (AFOD) event.



In addition to many of the valuable information sessions featured at the previous AFOD, this version will also have a “Birds of a Feather” session, which will pair

adjunct and full-time faculty together to discuss what works well in teaching the same classes.

AFOD will be held in the library, in the Sun Room and Auditorium, then later break out into the Atrium, and CTRE meeting rooms. If you would like to register or learn more about AFOD, contact Michael Sukowski at x2501 or James Kowalski at x2498.

Understanding the Flipped Classroom

By Pamela Kachka

The flipped classroom seems to be the latest buzz in educational trends. Is this truly a new revolutionary approach or a revision of a technique used throughout the ages? To be clear, in simplest terms, flipping the classroom refers to swapping classroom lecture time for hands-on practice time. So the lecture is done for homework usually via a video or audio file and the classroom time is spent clarifying and applying new knowledge gained.

A survey of the latest literature indicates that flipping a classroom is not a new idea. It is the way that idea is applied that is gaining so much attention and in

most cases, so much praise. Many say that reversing the content delivery and practice is a decades old practice. Consider literature classes where the student reads the novel outside of class. Class time is spent discussing themes and archetypes and rarely the plot of the story. Law schools also traditionally flip when students participate in Socratic seminars and must prepare ahead of time to effectively participate in



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At Your Fingertips: News from LIS

Compiled by Joanna Kolendo

Database Trials @ CSU Library

Database Trials are a means of testing a large number of databases for potential future purchase over a 30-day period. LIS hopes to provide database trials twice a year in order to accommodate database selection periods. Trials are a great way to investigate resources that can best serve the CSU community without committing funds unnecessarily. The Chicago State University Library has currently over 20 database trials running throughout the month of November. Current trials are focused on business and the social sciences with databases such as *Small Business Reference Center* (EBSCO), *Opposing Viewpoints in Context* (Gale), *SocINDEX with Full Text* (EBSCO) as well as *Political Science Complete* (EBSCO) just to name a few. Trials are also running in the field of science with databases such as *ScienceDirect* and *Public Health* (ProQuest).

The library encourages all faculty members to investigate our current trials. There are two ways to do so:

1. *The Database Trials Guide* located at: csu.libguides.com/databasetrials1213
2. The Alphabetical Database Webpage on the library's website at: bit.ly/atozdatabases.

Feedback

Please take the time to let us know what you think about these e-resources by filling out the *Trial Database Feedback Form* located on the *Database Trials Guide*. The



form is also accessible directly at:

bit.ly/databasefeedback.

Future Trial Recommendations

Additionally, faculty members are encouraged to submit database recommendations via the *Database Suggestions Form* available via the *Database Trials Guide* or directly at:

bit.ly/databasesuggestions.

Please be aware that feedback and recommendations

do NOT guarantee a purchase. However, your feedback and recommendations are greatly encouraged and welcomed as they will be taken into consideration during database selection.

Library Instruction Sessions

The Reference Department would like to thank those of you who brought your classes to the library for library

instruction this fall semester. Please remind your students that they are always welcome to obtain further research assistance at the reference desk in person or via phone at 773-995-2235. Students are also encouraged to schedule group or individual research consultations.

Also please be aware that library instruction can still be scheduled for your classes for the fall semester and that it is never too early to start scheduling library instruction for the spring semester. Please feel free to request a library instruction class via our new online system at:

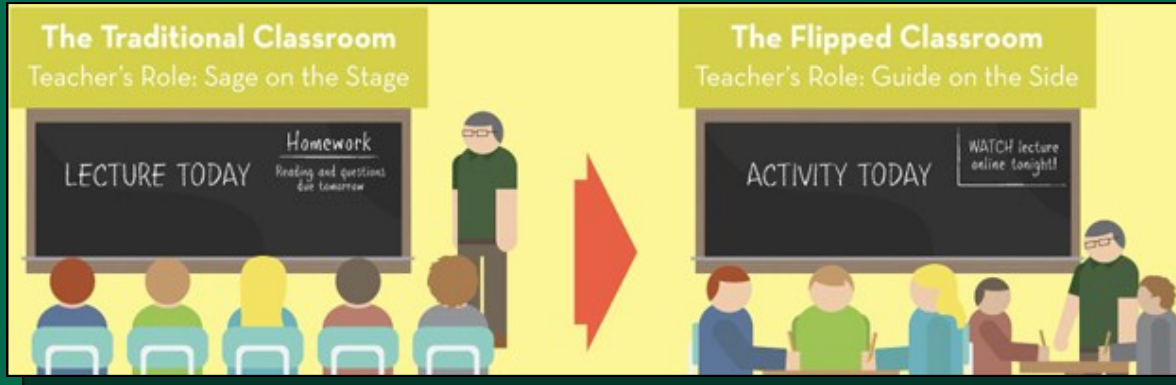
csu.libcal.com/booking/libraryinstruction. Questions regarding library instruction should be directed to the Reference Department via phone at 773-995-2235 or email at instructionrequest@csu.edu.

Understanding the Flipped Classroom

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the seminar and have knowledge to back up their statements (Berrett, 2012). So if it is not something new in education, why is it attracting headlines and discussions?

First a little history on the recent re-emergence of this time tested class technique. It seems that the confluence



of enlightenment that led to the current use of the term “flipped classroom” originates in three or four different situations. While high school science teachers Jonathan Bergmann and Aaron Sams of Woodland Park, CO are most often credited with coining the phrase flipped classroom in 2007 (White, 2011), there are other schools and programs that essentially developed the same concept around the same time, albeit after.

Dr. Eric Mazur, a physicist at Harvard University, has been using the method for 21 years. He calls it peer instruction (Berrett, 2012). With the addition of assistive technology to allow for student response and feedback during the peer instruction session, attendees saw how this process works to maximize time with the instructor and focus on higher order thinking skills rather than just taking notes and regurgitating facts.

Some of the characteristics of this latest iteration include engaging the students on a higher level and a smaller ratio of students to instructors while working within the economics of education. According to Bloom (1984), “an average student who receives one-on-one attention is enabled by constant feedback and corrective process, and can jump into the 98th percentile of the student population in academic achievement” (Houston and Lin, 2012). This was stated 24 years ago but most classes are still taught with teacher-centered lectures and only

the persistent students seek out one-on-one assistance.

Lecture as a teaching technique is not going away. Economics dictate that class size will not decrease to lower the student-to-instructor ratio. Therefore, lecturing makes economic sense. Flipping and moving the lecture to the homework realm and saving application and one-on-one work for the classroom experience makes the lecture model more productive. Implementing a flipped classroom enables more

focused teaching and learning to take place in the classroom.

Effectively flipping a classroom brings many benefits. Flipping uses technology to remove passive, one-way lecturing as the only means of teaching. Thus, the instructor and students



can interact within the newly gained instructional time (Houston and Lin, 2012). The increase of teacher-student interaction during class time is what characterizes its success (White, 2012). The classroom time is used to solve problems and apply to other contexts (the application of higher order thinking skills). Flipping the classroom also makes differentiating instruction based on students’ needs easier because everyone does not necessarily need to do the same task in class (Liles, 2012). Simply looking at the perceived and real benefits of flipping as well as the amount of research recently done should be incentive to consider a flip as a great way to reach students and approach mastery of content.

Pamela Kachka, MAEd is an academic trainer and consultant for Pearson eCollege.

References:

- Alvarez, B. (2011). Flipping the classroom: homework in class, lessons at home. *Learning First*
- Bergmann, J.; Sams, A. (2008) Remixing chemistry class. *Learning and Leading with Technology*. 36(4) 24-27.
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- Liles, M. (2012, April 10). [Web log message].
- November, A. (2012). Flipped learning: a response to five common criticisms. *November Learning*
- White, D. (2011). *Literature justification for blended/reverse instruction*. Unpublished raw data, Liberty University, Lynchburg, Virginia.

November 2012—CTRE Events

MON	TUES	WEDS	THURS	FRI
29	30 Moodle Training: How to Help Your Students with Moodle 12:00-1:00 / CSU-INSTRUCTORS	31 “Giving Students What They Need: An Introduction to the CSU Abilities Office of Disabled Student Services” with Sandra Saunders 12:00-2:00 / LIB 301	1 	2 Moodle Training: Resources @ Your Fingertips 10:30-11:30 / CSU-INSTRUCTORS
5 Online Certification Training Session Begins	6 Moodle Training: Q&A Moodle Session 12:00-1:00 / CSU-INSTRUCTORS	7 “Best Practices in Building a Hybrid Learning Environment” with Brad Katz 12:00-2:00 / LIB 301	8 	9 Moodle Training: Organizing Your Grade Book 10:30-11:30 / CSU-INSTRUCTORS
12	13 Moodle Training: Elluminate Moderator Training 12:00-1:00 / CSU-INSTRUCTORS	14 “Teaching with Technology, Part II: Apps to Make Teaching Even Easier!” with Theodis Garth 12:00-2:00 / LIB 301	15	16 Moodle Training: Elluminate Moderator Training 10:30-11:30 / CSU-INSTRUCTORS
19	20 Moodle Training: Getting Your Course Ready: Moodle Checklist 12:00-1:00 / CSU-INSTRUCTORS	<i>To register for a workshop, contact James Kowalski at jkowalsk@csu.edu or X2498.</i>		
26	27 Moodle Training: Archiving Your Courses 12:00-1:00 / CSU-INSTRUCTORS	28 SPECIAL 2-DAY EVENT: “Flip, Don’t Flop: Flipping the Classroom to Maximize Learning” with Brian Roberts and Michael Garver 8:30-4:00 / LIB Sun Room	29 “TechSmith Tools to Help You Flip Your Classroom” with Ryan Eash 8:30-12:30 / LIB 301	30 Moodle Training: Archiving Your Courses 10:30-11:30 / CSU-INSTRUCTORS

HASTAC 2013 Conference

2013 marks the 10th anniversary of the founding of HASTAC (Humanities, Arts, Science, and Technology Advanced Collaboratory).

The 2013 HASTAC Conference, to be held April 25-28 in Toronto, will focus on the theme, “The Storm of Progress: New Horizons, New Narratives, New Codes.”

Submissions are being accepted, now through November 15; presenters can propose to be part of any of the following formats:

- 5-8 minute “lightning talks”

- 15-20 minute talks
- Curated panels
- Project demos
- Digital and/or print posters
- Creative performances
- Post-conference workshops (April 28th only)

Possible topics are wide-ranging, but they should pertain to the creative and future use of technology, pedagogy, and cross-discipline collaboration.

Registrations will be accepted

soon for the conference. If you would like assistance in attending, consider applying for a CTRE Faculty Development Stipend. You can find applications on the [CTRE website](http://ctre.org), under “CTRE Grants.”

If you would like to learn more about HASTAC 2013, visit hastac2013.org.

